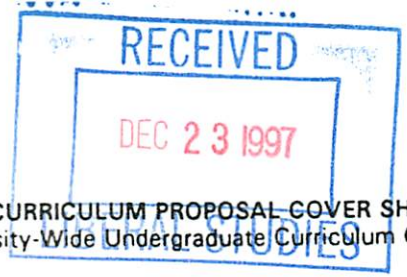


USC Use Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_



UWUCC USE Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_  
*91-26h*  
*134*  
*App. 2/17/98*  
*Senate app. 3/3/98*

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person David L. Rodgers, Assistant Professor Phone 357-7692  
Department Department of Human Development and Environmental Studies

II. PROPOSAL TYPE (Check All Appropriate Lines)

ID 315 COURSE Residential Des I  
Suggested 20 character title

New Course\* \_\_\_\_\_  
Course Number and Full Title

Course Revision CS 357 Interior Design Studio  
Course Number and Full Title

Liberal Studies Approval+ \_\_\_\_\_  
for new or existing course Course Number and Full Title

Course Deletion \_\_\_\_\_  
Course Number and Full Title

Number and/or Title Change CS 357 Interior Design Studio  
Old Number and/or Full Old Title

ID 315 Residential Design I  
New Number and/or Full New Title

Course or Catalog Description Change ID 315 Residential Design I  
Course Number and Full Title

PROGRAM:  Major  Minor  Track

New Program\* \_\_\_\_\_  
Program Name

Program Revision\* \_\_\_\_\_  
Program Name

Program Deletion\* \_\_\_\_\_  
Program Name

Title Change \_\_\_\_\_  
Old Program Name

\_\_\_\_\_ New Program Name

III. Approvals (signatures and date)

Mary E. Sweeney 4/8/96 Department Curriculum Committee  
Mia Moore Barker 3/6/97 College Curriculum Committee

Donna Shreffler 4-8-96 Department Chair  
David C. Wingard 17M2+97 College Dean  
N. Sanyal 3/19/97

+ Director of Liberal Studies (where applicable) \* Provost (where applicable)

**Catalog Description:****(1c-3l-3sh)****ID 315 Residential Design I****Prerequisites: ID 218, ID 313**

**Applies interior design space planning and design problem solving processes to residential design, and emphasizes graphic communication and presentation of solutions.**

## **New Syllabus of Record**

### **I. Catalog Description:**

**3 credits  
1 lecture hour  
3 laboratory hours  
(1c-3l-3sh)**

**ID 315 Residential Design I**

**Prerequisites: ID 218, ID 313**

**Applies interior design space planning and design problem solving processes to residential design, and emphasizes graphic communication and presentation of solutions.**

### **II. Course Objectives:**

**Upon completion of this course, the student will be able to competently:**

- 1. Design residential interiors by applying design theory, including design elements and principles, color, and three dimensional spatial relationships**
- 2. Predict occupant behavioral responses to physical attributes of residential spaces based on knowledge of human factors, proxemics, anthropometrics, and psychology**
- 3. Analyze residential design problems, needs and requirements and develop design programs by researching needs and requirements, and interviewing, observing, and surveying occupants**
- 4. Synthesize space planning solutions to residential design problems by interpreting design programs and by applying graphic standards and design theory**
- 5. Apply conventional drafting, modeling, and other conventional media as well as Computer Aided Drafting and Design (CADD) to communicate residential design solutions visually**
- 6. Present design solutions orally**
- 7. Apply principles of residential structure, construction, building systems, and energy conservation to developing designs**
- 8. Solve residential design problems confronting special populations, including disabled persons, the elderly, or low income residents children, and others**
- 9. Demonstrate ability to select and place coordinated residential furniture, fixtures, and equipment (FF&E), materials, finishes, art, and accessories in space plans**
- 10. Interpret and apply laws, codes, standards and ordinances in relation to residential health, safety and welfare**

III. Detailed Course Content Outline ..... (Total hours: 56)

**WEEK ONE: Interior Design Practice and Process Overview: Residential Space Standards and Block Planning ..... (four hours)**

**A. Human factors**

1. Psychology and the behavioral basis for design
2. Physiology and anthropometrics
3. Residential sociology and proxemics
4. Residential culture

**B. Residential Ergonomics, Furniture, Fixtures, Equipment (FF&E)**

**C. Residential user profile development**

1. Literature searching
2. Interviewing
3. Observing behavior
4. Surveys

**D. Residents**

1. Individuals, couples, and families
2. Children
3. The disabled
4. The elderly
5. Low income residents

**WEEK TWO: Activity Analysis, Proxemics, Behavior Zones and Environment Components ..... (four hours)**

**A. Community zone**

1. Kitchen
2. Breakfast space
3. Family room
4. Recreational space
5. Exercise space

**B. Ceremonial zone**

1. Entry
2. Living room
3. Dining room

**B. Work and functional zone**

1. Kitchen
2. Home office
3. Utility room
4. Storage
5. Corridors
6. Vehicle parking area
7. Laundry
8. Basement

**C. Privacy zone**

- 1. Master suite
- 2. Secondary bedroom(s)
- 3. Guest suite
- 4. Bathroom
- 5. Home office
- 6. Den
- 7. Library

**D. Outdoor zone**

- 1. Site
- 2. Front and rear yards
- 3. Elevations (landscape and facades)
- 4. Context

**E. Conducting space adjacency analysis**

**WEEK THREE: Residential Space Standards and Block Planning..... (four hours).**

**A. Residential space standards for furniture selection and placement**

**B. Circulation patterns and requirements**

**C. Site considerations and site planning**

**D. Developing floor plan criteria**

**E. Evaluating human factors and ergonomics in relation to space standards**

**WEEK FOUR: Schematic Designing ..... (four hours)**

**A. Preliminary design concepts: Schematic designing**

**B. Concept perspective views**

**WEEK FIVE: Design Concept Development:..... (four hours)**

**A. Drafting fundamentals review: Working drawings**

- 1. Site plans
- 2. Floor plans
- 3. Elevations
- 4. Sections
- 5. Detailing and technical drawings
- 6. Reflected ceiling plan
- 7. Schedules, keys, and legends
- 8. FF&E Specifications
- 9. Materials boards

B. Footing and foundation design

C. Floor systems

D. Wall systems

- 1. Frame construction
- 2. Balloon construction
- 3. Windows
- 4. Doors
- 5. Roof systems

**WEEK SIX: Design Development Continued: Integrating Interior Architecture and Interior Design..... (four hours)**

A. Selection and application of materials

- 1. Finish materials
- 2. Textiles and floor treatments
- 3. Wall treatments
  - a. Paint
  - b. Wallpaper

B. Accessories

C. Art work

D. Model design and construction

**WEEK SEVEN: Building Systems..... (four hours)**

A. Residential building systems

- 1. Electrical system
- 2. Plumbing systems
- 3. Acoustics
- 4. Lighting

B. Observing and managing the construction site

**MID-TERM BREAK**

**WEEK EIGHT: Regulations, Laws, Standard, Ordinances and Codes..... (four hours)**

A. Universal accessibility guidelines

B. Health and life safety codes, regulations and standards

C. Specifying and estimating

D. Project management

- 1. Scheduling
- 2. Constructing space and components
- 3. Installing

#### 4. Managing contractors

#### **WEEK NINE: Residential Programming ..... (four hours)**

- A. Client interview
- B. Reviewing existing project documents and measuring the site
- C. Inventorying FF&E
- D. On-site observations and interviews
- E. Problem analysis and writing the program
- F. Program graphics
- G. Evaluating the program in relation to codes, regulations, and other standards

#### **WEEK TEN Choosing FF&E and Writing Specifications ..... (four hours)**

- A. Researching FF&E
- B. Interacting with manufacturers' representatives
- C. Vendors and other Consultants

#### **WEEK ELEVEN: Completing the Program ..... (four hours)**

- A. Program graphics
- B. Obtaining consent for commencing design development

#### **WEEK TWELVE: Concept Development ..... (four hours)**

- A. Interpreting the program and transforming schematic designs into design concepts: Synthesis
- B. Preparing project documents: working drawings
- C. Preparing pictorial views
  - 1. Isometric and other axonometric drawings
  - 2. Perspective view(s)
- D. Developing a space model

#### **WEEK THIRTEEN: Concept Development Continued..... (four hours)**

- A. Completing working drawings
- B. Rendering drawings
  - 1. Monochromatic development
  - 2. Color media

#### **WEEK FOURTEEN: Concept Development Continued ..... (four hours)**

- A. Editing, printing, completing, assembling, and mounting drawings
- B. Completing the model
- C. Culminating Event: Presenting residential design concept to the client
  - 1. Present concept drawings, model(s), specifications
  - 2. Respond to questions

#### IV. Evaluation Methods

Grades for projects, quizzes, exercises, and participation will determine the final grade for the course in the following proportions:

##### Grading Scale:

100% - 90%	A
89% - 80%	B
79% - 70%	C
69% - 60%	D
59% - 0%	F

##### Course Grade Percentages:

Projects <sup>1</sup> :	80.0%
Quizzes <sup>2</sup> :	5.0%
Exercises <sup>3</sup> :	10.0%
Participation:	5.0%
Total:	100.0%

<sup>1</sup>Projects include developing working drawings for residences, together with plans for furniture, fixtures, and equipment layouts, and models.

<sup>2</sup>Quizzes include factual questions and problems to be solved.

<sup>3</sup>Exercises include bubble diagramming, block planning, expressing space standards, and exploring related topics.

#### V. Required Textbooks, Supplemental Books, and Readings

##### Required Texts<sup>1</sup> :

Nissen, L., Faulkner, R., & Faulkner, S. (1994). Inside today's home. Fort Worth, Texas: Harcourt Brace College Publishers.

Wakita, O. A. and Linde, R. M. (1984). The professional practice of architectural working drawings. New York: John Wiley & Sons.

##### Supplemental Books and Readings<sup>2</sup>:

Arends, M. (1990). Interior presentation sketching for architects and designers. New York: Van Nostrand Reinhold.

Ballast, D. K. (1992). Interior design reference manual. Belmont, CA: Professional Publications.



Kirkpatrick, B. L. & Kirkpatrick, J. M. (1994). AutoCAD for interior design and space planning. New York: Macmillan Publishing.

Omura, G. (1992). Mastering AutoCAD release 12. Alameda, California: Sybex.

Wentling, J. W. (1995). Housing by lifestyle. New York: McGraw-Hill, Inc.

- <sup>1</sup>Required text(s) subject to replacement;
- <sup>2</sup>Additional supplemental books and readings to be announced

## VI. Special Resource Requirements

### Equipment List

- \*Mechanical pencils:
  - Lead holder (traditional) and pointer (sharpener)\*
  - 5mm mechanical pencils (at least three)
  - One 7mm mechanical pencil
  - One 9mm mechanical pencil
  - 5mm Leads: HB, H, 2H, 4H Note: In this lead series, HB is the softest, and 4H is the hardest.
  - 5mm non-photo blue lead Note: When lightly applied for layout purposes, this lead may not appear in reproductions when not erased.
- \*Conventional, graphite, wood-encased pencils for sketching: HB, H, 2H, 4H (at least one each)
- \*Drafting tape or drafting dots. Note: Do not confuse with masking tape. Recommended: One roll of transparent tape to make repairs
- \*Vellum:
  - Note: vellum is translucent drawing material designed to allow light to pass through it to make tracings and prints. Do not substitute tracing paper for vellum.
  - Individual sheets of 24" x 36" vellum Initial purchase: Five
  - Notebook or individual sheets of vellum to make 8 1/2" x 11" layouts
- \*Triangles
  - 45 degree (8" minimum; 4" and 12" or larger recommended as well)
  - 60 degree (8" minimum; 4" and 12" or larger recommended as well)
  - Adjustable triangle\*
- \*Circle template(s): Note: Select template circles to include 3" circle
- \*Furniture, fixture, and equipment templates
- \*French curve(s)
- \*Isometric ellipse template: Note: Isometric ellipses are designed using 30<sup>o</sup> and 60<sup>o</sup> plan axes.
- \*Compass
- \*Erasers:
  - White block eraser
  - Kneaded eraser
  - Eraser holder and erasers
  - Erasing shield
  - Drafting brush
- \*Architectural scale (12" minimum). Note: Do not substitute engineer's scale for architect's scale. An engineering scale has base ten dimensions, whereas the architect's scale is based 12 inches to the foot. Both scales are triangular in cross section. Recommended: A six-inch bevel scale
- \*Yellow tracing paper, one roll, 12" wide minimum
- \*Technical drawing pens (inking pens). Select a range of three to four pens with fine, medium, and wide tips
- \*Color pencils and markers. Note: Selecting a range of warm, cool, and neutral color pencils and markers will be discussed in class.
- \*Drawing board(s)<sup>1</sup>. Note: Drawing boards for home use should have a Borco vinyl surface.
- \*T-square
- \*Portfolio\* (May be constructed)
- \*Tube document carrier<sup>1</sup>
- Model making tools and materials<sup>1</sup> Note: Requirements will be discussed in class prior to assignments. Tools and materials will include knives and paper boards.
- \*Journal notebook. At least 8 1/2" x 11" format recommended. Note: To be discussed in class

## VII. Bibliography

- Ching, F. (1985). Architectural graphics. New York: Van Nostrand Reinhold.
- Ching, F. (1987). Interior design illustrated. New York: Van Nostrand Reinhold.
- De Chiara, J., Panero, J., & Zelnik, M. (Eds.). (1995). Housing and residential development (2nd ed.). New York: McGraw-Hill.
- Doyle, M. E. (1993). Color drawing. New York: Van Nostrand Reinhold.
- Grady, W. (1993). Green home: Building the environmentally sound house. Camden East, Ontario: Camden Home Publishing
- Hoke, J. R. (Ed.) (1988). Architectural graphic standards. (8th Ed.) New York: John Wiley & Sons.
- Jefferis, A. & Madsen, D. A. (1991). Architectural drafting & design. Albany, New York: Delmar Publishers Inc.
- Karlan, M. (1993). Space planning basics. (1993). New York: Van Nostrand Reinhold.
- Leibrock, C. (1993). Beautiful barrier-free. New York: Van Nostrand Reinhold.
- Lockhard, W. K. (1991). Freehand perspective for designers: Including shadow-casting and entourage. New York: Pepper Publishing.
- Peason, D. (1989). The natural house book: Creating a healthy, harmonious and ecologically sound home environment. New York: Fireside/Simon and Schuster.
- Pile, J. (1995). Interior design (2nd. Ed.). Englewood Cliffs, New Jersey: Prentice Hall
- Porter, T. (1990). Architectural drawing. New York: Van Nostrand Reinhold.
- Ramsey, C. and Sleeper, H. (1990). Architectural graphic standards. New York: John Wiley & Sons.
- White, E. T. (1986). Space adjacency analysis. Tucson: Architectural Media, Ltd.

### Historical References (Prior to 1985)

- French, T. E., and Svensen, C. L. (1966). Mechanical drawing. St. Louis: McGraw-Hill Book Company.
- Gill, R. (1979). Basic perspective. (2nd Ed. London: Thames and Hudson.

- Gill, R. W. (1979). Creative perspective. 2nd ed. London: Thames and Hudson, 1979.
- Hall, E. T. (1966). The hidden dimension. New York: Double Day & Company.
- Hauf, H. (1970). Architectural graphic standards. New York: Wiley-Science Interscience Publication.
- Hornung, William J. (1971). Architectural drafting. (5th Ed.). Englewood Cliffs, N. J.: Prentice Hall.
- Laseau, P. (1980). Graphic thinking for architects and designers. New York: Van Nostrand Reinhold.
- Panero, J. & Zelnik, M. (1979). Human dimension and interior space. New York: Watson-Guption
- Reznikoff, S. C. (1979). Interior graphics and design standards. New York: Watson-Guption Publications.
- White, E. T. (1972). A graphic vocabulary for architectural presentation. Tucson: Architectural Media.

## 2. Summary of Proposed Revisions

Revisions are as follows:

- \*Prefix change
- \*Course number/name change
- \*Course description change
- \*Course objectives/topics change

## 3. Justification/rationale for proposed revisions

- \*Prefix change

The prefix change is consistent with the revised curriculum prefix.

- \*Course number/name change

The course number and name changes are changed to reflect sequencing in the revised ID program.

- \*Course description change

The description is changed to reflect content accurately.

- \*Course objectives/topics change

Objectives are rewritten to meet 1996 Foundation for Interior Design Education Research (FIDER) accreditation standards cited in Appendix A.

**Old Syllabus of Record**  
**CS 357**  
**Interior Design Studio**  
**Course Syllabus**

Spring 1979

Landis

**Text:** No text, but occasional reading assignments may be made.

**CATALOG DESCRIPTION:** Creative solutions to problems in interior environments emphasized. Professional interior design practices; design opportunities.

**Objectives:**

1. To aid the student in the preparation of a personal interior design portfolio.
2. To enable the students to have practical experiences in the interior design field.
3. To aid, by practice, the development of the student's ability to quickly yet clearly express their design ideas and to justify them.
4. To encourage the development of a student's drawing skills.
5. To encourage the student to become acquainted with the interior design market and present design trends.
6. To encourage the student to question and discriminate when making design choices.

**Evaluation**

Each project will be assigned a specific value. Participation in class discussions and critiques will effect a student's grade in such a format, therefore, class attendance is important.

90%	=	A
80%	=	B
70%	=	C
60%	=	D
50%	=	F

**Course Standards**

1. Papers to be turned in must be typed.
2. All projects must be completed and submitted on the date due. One letter grade will be deducted for each day overdue. Promptness is vital in the interior design field especially when working with a client. Presentation is an important part of projects.
3. Excessive absences from studio or only brief stays will cause me to question the credibility of a student's project since most of the work is evidently not being done there. This can effect a project's grade. USE STUDIO TIME.
4. Participation in studio work – ie. Seminar, discussion, critiques, group projects, etc. – is very important in a student's evaluation.

**Appendix A****Relevant FIDER Criteria Addressed in This Course****FIDER Standards and Guidelines, Professional Level Programs, FIDER Form 402R, January 1996****2.12 Communications Skills**

- 2.12.1 Visual presentation, i.e. sketching, rendering, sample boards
- 2.12.4 Working drawings, including drafting, lettering, symbols, dimensioning

**2.9 Basic and Creative Arts**

- 2.9.1 Studio: 2-D design fundamentals
- 2.9.2 Studio: 3-D design fundamentals

**2.10 Interior Design**

- 2.10.1 Design process, i.e. programming, conceptualization, problem solving, and evaluation
- 2.10.4 Space planning, residential
- 2.10.6 Furniture selection and layout, residential
- 2.10.8 Application of design elements and principles, i.e. color, texture, and scale
- 2.10.9 Selection and application of finish materials, i.e. textiles, floor treatments, and wall treatments
- 2.10.10 Selection and application of decorative elements, e.g. accessories, artwork, etc.

**2.11 Technical Knowledge**

- 2.11.3 Laws, codes, standards, and regulations, e.g. universal accessibility guidelines, life safety, fire, etc.
- 2.11.5 Construction systems and materials
- 2.11.6 Building systems, i.e. electrical, acoustics

**2.12 Communications Skills**

- 2.12.1 Visual presentation, i.e. sketching, rendering, sample boards
- 2.12.5 Computer, i.e. CADD, word processing, and graphics